

IDEA Discretionary Grant Application for FY 2012

An Overview

Claudia Kessel, Grants Specialist
Special Education Team
WI Department of Public Instruction
www.dpi.wi.gov/sped/grt_disc.html



4/11/2011

The purpose of this webinar is to familiarize IDEA discretionary grant applicants with the updated FY 2012 grant application. After the webinar, the audio file and power point presentation will be posted on the IDEA Part B Discretionary Grants website shown here.

Application Components

1. Assurances and Certifications (PI-2111-CERT)
2. Application/ Work Plan (PI-2111a)
3. Budget (web-based) (PI-2111b)

You can access these documents through links in the NOFA or on the website, www.dpi.wi.gov/sped/grt_disc.html

4/11/2011

The application has three components:

1. the assurances and certifications (which this year is a separate Word document);
2. the application/ work plan which is a Word document; and
3. a budget which this year will be web-based

You've been provided an excel spreadsheet, similar to last year, to use to plan your budget before the web-based system opens on May 2nd. These documents are all available on the IDEA Part B Discretionary Grants web page. The web address is shown here.

IDEA Part B Discretionary Grant Web Page

www.dpi.wi.gov/sped/grt_disc.html

- Summary of current year's IDEA Discretionary Grant projects
- Application components
- Timelines
- Contact
- Technical Assistance
- Webinar and power point will be posted by early next week (Week of April 18)

4/11/2011

If we go to the website (GO TO WEBSITE), you can see this page now includes a comprehensive list and short summary of the current year's IDEA discretionary grant projects and their assigned DPI liaisons.

On the right hand column, you can see links to the three application components– the assurances, work plan, and for now the excel budget. There are also timelines for the current fiscal year and next fiscal year. These timelines will be updated from time to time, so it would be good for you to check back here occasionally.

There is a section for technical assistance that right now doesn't include very much– there are resources for time & effort reporting. This webinar and power point will be posted to this section of the website early next week.

In the coming months, I will also be posting technical assistance guides about fun topics like procurement and contracts, copyright, and program income. Before May 2nd, I will also be posting an instruction manual for the web-based Discretionary Grant Portal.

Summary of Major Changes to Application in FY 2012

Discretionary Grant Web Portal

- Budget will be web-based, integrated as part of the Portal
- Work Plan and Assurances will be uploaded to the Portal as Word documents
- Updates to the content of the Work Plan

4/11/2011

To give you a general overview, the major changes to the application this year include the following:

First, there's launch of the web-based Discretionary Grant Portal on May 2nd. Therefore, the budget and claims will no longer be submitted by email using an excel spreadsheet, but will be embedded as part of the web-based portal system. The assurances and work plan will both still be Word documents that will be uploaded through the Portal (not emailed like in previous years). Work plan revisions will also be uploaded to the Portal three times a year.

The other significant change is some of the content of the work plan/ application itself, which I will talk about shortly.

Timeline FY 2011-2012

- **April 4, 2011:** Notice of Funding Availability (NOFAs) released. NOFAs will include total funding available, guidelines, and information about the Discretionary Grant Web Portal. Along with the NOFA, the forms for the work plan and budget (as a planning tool) will be included.
- **May 2, 2011:** Discretionary Grant Web Portal launched. Budgets will be submitted via the web-based portal system. Work plans and assurances will be uploaded as word documents via the portal.
- **May 16, 2011:** Application submission deadline.
- **May 16 - June 3, 2011:** DPI grant liaisons review applications.
- **June 6, 2010:** Applicants notified of work plan and budget contingencies.
- **June 20, 2011:** Deadline for submission of revised work plans and budgets.
- **June 20 - July 1, 2011:** Revised work plans and budgets reviewed. Final approval process completed.
- **July 1, 2011:** Approved application implementation. Projects begin.

I'll quickly run through the timeline for next fiscal year...

(Highlight April 4, May 2, May 16, July 1)

Timeline FY 2011-2012

- **July 1, 2011- June 30, 2012:** Budget revisions submitted and reviewed throughout year via the Discretionary Grant Web Portal.
- **July –August, 2011:** Grant award notifications and letters sent out.
- **October 31, 2011:** Work plan update #1 due and first quarterly claims due via the Discretionary Grant Web Portal.
- **February 27, 2012:** Work plan update #2 due and second quarterly claims due via the Discretionary Grant Web Portal.
- **June 22, 2012:** Work plan update #3 (including the End of Year Analysis) due and third quarterly claims due via the Discretionary Grant Web Portal.
- **June 30, 2012:** Last day to obligate 2010-2011 discretionary funds. Final budget revisions submitted. Project activities completed. All project income must be spent by this date.
- **September 30, 2012:** Final discretionary financial claims due via the Discretionary Grant Web Portal.

4/11/2011

(Highlight Oct. 31, Feb. 27, and June 22.) Work plan revisions are due and quarterly claims due on these dates.

I would encourage at this time not only to use these dates to submit the work plan revisions and updates, but also as an opportunity to touch base with your DPI liaison about how the grant project is progressing.

Assurances

- Assurances and Certifications have been updated for FY 2012
- This is now a separate Word document that will be signed and uploaded via the Portal
- “The grantee shall comply with all applicable statutory and regulatory requirements.” What do these include?

4/11/2011

The “Assurances and Certifications” document has been updated for FY 2012. This is now a separate Word document that will be signed by the Fiscal Agent Administrator, scanned and uploaded to the web-based Portal. If this is not possible, it may be signed and faxed to Sherri Honaker.

Here is the assurances document (**see document**). You see the instructions at the top, then the area for project identification. Then a list of assurances on page 1 -2. On page 2 there is a place for signature by the Fiscal Agent Administrator and a separate section regarding debarment and suspension. Finally there’s an additional place for signature. So this document must be signed in two places.

Before signing, the fiscal agent administrator, the project staff, business office manager and anyone else to be involved in the grant must review and understand what is being agreed to. The first statement that says “the grantee shall comply with all applicable statutory and regulatory requirements.” These have largely been the same from year to year. I want to make sure everyone knows exactly what these include... .

Statutory and Regulatory Requirements

- Individuals with Disabilities Education Improvement Act of 2004 [Public Law 108-446]
- 34 Code of Federal Regulations Part 300
- Subchapter V, Chapter 115, Wisconsin Statutes
- Chapter PI 11, Wisconsin Administrative Code
§ 118.125, Wisconsin Statutes, *Pupil records*
- Title VI of the Civil Rights Act of 1964 [45 U.S.C. 2000d through 2000d-4]
- Title IX of the Education Amendments of 1972 [20 U.S.C. 1681–1683]
- Section 504 of the Rehabilitation Act of 1973 [29 U.S.C. 794]
- The Age Discrimination Act [42 U.S.C. 6101 et seq.] [34 CFR § 76.500]
- Drug-free Workplace Requirements for Federal Grant Recipients (The Drug Free Schools and Communities Act Amendments of 1989) [41 USC 702]
- Political Activity of Certain State and Local Employee (The Hatch Act) [5 USC 1501-1508]

4/11/2011

Here is a list of applicable statutory and regulatory requirements: namely IDEA (the Individuals with Disabilities Education Improvement Act of 2004), the relevant regulations, state statutes, and other applicable federal statutes.

Statutory and Regulatory Requirements

Education Department General Administrative Regulations (EDGAR)

- Part 75- Direct Grant Programs
- Part 76- State-Administered Programs
- Part 77 -Definitions
- Part 80 -Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments
- Part 82 -New Restrictions on Lobbying
- Part 84 –Government-wide Requirements for Drug-Free Workplace
- Part 85 –Government-wide Debarment and Suspension
- Part 86 - Drug and Alcohol Use Prevention
- Part 97- Protection of Human Subjects
- Part 98-Student Rights in Research, Experimental Programs and Testing
- Part 99-Family Educational Rights and Privacy

4/11/2011

These sections of EDGAR– the Education Department General Administrative Regulations– also apply.

This full list will soon be posted as a reference to the IDEA discretionary grants web page.

Assurances

- In addition, there are sections of federal and state law and regulations that have been separated out and listed in the assurances document, such as:
 - Copyrights and publications
 - Contracts and Procurement
 - Program Income
 - Equipment
 - Non-discrimination
 - Fiscal control, allowable costs
 - Reporting, Record Retention, Evaluation
 - Time & effort reporting

4/11/2011

In addition, there are sections of the federal and state laws and regulations that have been separated out and highlighted in the “Assurances” section.

These include topics that cover copyrights and publications, contracts and procurement, program income, time and effort reporting, etc. On page 2 of the document, the certification regarding debarment and suspension is exactly the same as in previous years.

I encourage you to take the time to read these assurances and understand what you (as the fiscal agent) are agreeing to by accepting federal funds through an IDEA discretionary grant.

If you have questions about any part of this, you may contact me directly. I will work with the special education team here at DPI to answer your questions you might have about them.

Budget

- Budget will be web-based, integrated as part of the Discretionary Grant Web Portal
- Portal will be launched Monday, May 2
- Login and web address provided
- Instructional Manual coming soon
- Additional Webinar: Week of May 2
- For now used Excel Budget Form (PI-2111b) to plan project budget

4/11/2011

Moving on to the budget:

This year, the budget will be web-based. It will be embedded as part of the Discretionary Grant Web Portal. The Portal will be launched on Monday, May 2nd.

At that time, grant applicants will be emailed a login and password and the web address for the Portal. You will be able to access the Portal on that day and submit your budgets online. You'll be able to upload the work plan and assurances as Word documents directly to the portal, as well.

You will also be sent an instructional manual to help you navigate the Portal. I'll also be scheduling an additional webinar for early that week of May 2nd to walk you through how the software works. The deadline for the full application is Monday, May 16, so you will have two full weeks to submit the application once the Portal has been launched.

For now, you have been provided an excel worksheet that can be used to plan your project's budget for next fiscal year. This information will need to be transferred to the web-based portal once it opens on May 2nd.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION	
Grants Application Login Page	
Login ID:	<input type="text"/>
Password:	<input type="password"/>
<input type="button" value="Sign In"/>	

4/11/2011

To give you an overview, this is generally what the Portal will look like. It is based on the current Special Education Web Portal that districts use to submit their IDEA budgets and to report data, so some of you may be familiar with the structure. Here is what the login page will look like. Each individual user will be assigned a role. Grant project directors, business managers and CESA administrators will be provided their own login and password.

Department of Public Instruction
 Grant Web Portal Main Menu
[Cooperative Ed Serv Agcy 01](#)
[Test](#)

User Info

User Name: Claudia Kessel

Login ID: violet1

Role: DPI Grants Administrator

User Administration

[Add User](#)

[Update User](#)

[Reset Password](#)

[Re-Assign User](#)

Grant Project Maintenance

[Add Project](#)

[Update Project](#)

[Assign Fiscal Agent to Project](#)

Administrator Menu

[Equipment Categories](#)

[Add Fiscal Agent](#)

[Change Role](#)

Error Occurred in LoadPersonnel. Please Try Again.

Notice of Funding Availability (NOFA)

Project Name/Number	Start Date	End Date	Award
Regional Service Network (CESA 1)			
12-74-9901-IDEA10	07/01/2011	06/30/2012	\$142,600
Early Childhood Regional Program Support Leadership & Large LEA Networking (CESA 1)			
12-74-9901-PIDEA60	07/01/2011	06/30/2012	\$125,537

Active Grant Projects

Project Name/Number	Status	End Date	Award
---------------------	--------	----------	-------

Archived Grant Projects

Project Name/Number	End Date	Award
---------------------	----------	-------

4/11/2011

Once you login, you will see a “main menu” page something like this.

Each Fiscal Agent will have a main page that lists all the discretionary grants for which they are eligible to apply. You can see each grant project for which that agency is eligible will be listed separately.

This page is divided into three parts: the first section at the top, named “Notice of Funding Availability,” is where the grant projects are listed when they are still in the application stage – when they have not yet been approved.

When a grant project is approved by DPI– when the grant award notification is sent and when the fiscal year begins on July 1st, the project will move to the second section named “Active Grant Projects.”

Finally, when the grant project period is completed, the grant project will move to the third section and will be saved under “Archived Grant Projects.” This way the grantee will be able to view all the past grant projects.

Then, if you click on a specific grant project...

Cooperative Ed Serv Agcy 01	
Test	
Regional Service Network (CESA 1)	
User Info User Name: Claudia Kessel Login ID: violet1 Role: DPI Grants Administrator	Grants Main Menu Grant Budget View Notification of Funding Amount (NOFA) View Workplan/Application Upload Completed Assurance Work Plan Adjust Indirect Cost Rate Enter View Grant Project Contacts
Grant Info Grant Number: 12-74-9901-IDEA10 Current Status: Inactive Start Date: 7/1/2011 End Date: 6/30/2012	Grant Project Income Record Project Income Budget Project Income
	Claim Funds Enter Claims for Grant Funds Enter Claims for Project Income
	Report Menu

4/11/2011

You will come to a screen like this. The most important sections for you to be familiar with are the three at the top: the Grants Main Menu, the Grant Project Income, and the Claim Funds sections.

Under Section I, the Grants Main Menu, you will see the first link says “Grant Budget.” This is where you will access the actual budget application and can begin filling in the budget line items in the categories of personnel, purchased services, capital and non-capital objects, etc. Once your budget is complete, you will click a “submit” button, which will lock the budget. The grant liaison here at DPI will then be able to review, approve or disapprove your budget. The budget will then be unlocked for the grant project director to make revisions and re-submit, if necessary.

Underneath that you will be provided a link to a PDF version of your project’s Notice of Funding Availability and grant guidelines. Underneath that, you will be able to download a Word version of the Work Plan/Application. Below that is a link where you can upload a completed version of the work plan and a signed version of the assurances.

The second section is “Grant Project Income.” Tracking project income (or program income—however it’s called) is one of the benefits of this new web-based system.

Previously, if income was earned through grant activities, that total grant award amount was reduced by the amount of income earned. For example, let’s say the grant award amount is \$100,000. To offset the costs of trainings and workshops, for instance, districts might be charged a small fee for each training they attended. At the end of the year, let’s say the grant project earned \$5,000 in revenue off these trainings. Therefore, the grantee could only claim \$95,000 of grant funding for that year.

Cooperative Ed Serv Agcy 01	
Test	
Regional Service Network (CESA 1)	
User Info User Name: Claudia Kessel Login ID: v10et1 Role: DPI Grants Administrator	Grants Main Menu Grant Budget View Notification of Funding Amount (NOFA) View Workplan/Application Upload Completed Assurance Work Plan Adjust Indirect Cost Rate Enter View Grant Project Contacts
Grant Info Grant Number: 12-74-9901-IDEA10 Current Status: Inactive Start Date: 7/1/2011 End Date: 6/30/2012	Grant Project Income Record Project Income Budget Project Income
	Claim Funds Enter Claims for Grant Funds Enter Claims for Project Income
	Report Menu
	4/11/2011

This is still one of the two possibilities available to grantees in FY 2012:

Option #1 is that program income earned on grant-related activities will be deducted from the total grant award allocation for that year; or, Option #2 is that program income may be added to the total grant award allocation amount and used toward approved grant activities. All income MUST be spent by the end of the grant period (so by June 30th). Both of these options still must receive prior approval and must be authorized by your DPI grant liaison. The web-based system now provides a way for DPI to track the project income earned as part of these discretionary grant projects.

There will be three components of this tracking system: First, the grantee will be able to record what income was earned on grant-related activities. This income will be recorded at the time when income is earned. Then, the grantee will be able to budget for how that project income will be spent on grant-related activities. Finally, the grantee will be able to “claim” project income in the sense that the grantee will show how the income was actually spent during the year.

All this will be SEPARATE from the regular grant budget and claims. This system will provide a transparent way for CESAs to share with DPI how income is being generated and spent on the grant project. More information will be provided about project income in the next webinar that will focus solely on using the web-based Portal.

The last section to note here is the “Claim Funds” section. Claims will no longer be emailed or faxed to DPI. Instead, claims will be submitted via the web-based system. DPI accountants will be able to review and approve claims online.

Again, an additional webinar will be given during the first week of May, and an instructional manual will be released, that will provide step-by-step instructions and go much more in-depth in terms of how to use the Portal system and how to submit a budget and claims.

Budget: Indirect Costs

- Beginning fiscal year 2012, the grantee will be able to budget and claim indirect costs on IDEA discretionary grants only equal to their indirect rate negotiated with DPI.
- CESAs and other fiscal agents will no longer have the ability to claim up to 9% of administrative/indirect costs.
- The agency must have an indirect rate established with DPI in order to claim indirect costs on discretionary grant projects in FY 2012.
- What is a direct vs. indirect cost?
- Limitations of indirect costs: capital object, sub-grants and contracts

4/11/2011

Finally, before moving onto the work plan, I wanted to make note of a change in indirect or administrative costs for IDEA discretionary grants: You'll notice on the excel version of the budget (SEE BUDGET DOCUMENT) that the sections for "administrative costs" have been removed.

Beginning fiscal year 2012, the grantee will be able to budget and claim indirect costs on IDEA discretionary grants only equal to their indirect rate negotiated with DPI. CESAs and other fiscal agents will no longer have the ability to claim up to 9% of administrative costs. The agency must have an indirect rate established with DPI in order to claim indirect costs on discretionary grant projects in FY 2012. This indirect rate will be entered into the software and indirect costs will be automatically calculated.

I have been in touch with the CESA business office managers directly about this. I will sending out a clarification to them soon about costs can be included as indirect and direct costs for FY 2012.

Work Plan: Overview of Changes

- Identify data to be collected to measure performance at BEGINNING of grant year to be reported at the end of the year
- Renewed focus on End of Year Analysis to report data
- Logic modeling exercise to help map out the connection between activities, goals and SPP indicators supported by the project
- New questions in narrative section

4/11/2011

Moving on to the Work Plan Application:

To give you an overview of the changes for FY 2012 -- the structure is very similar to last year, with a few additions.

In previous years, the End of Year Analysis required that data be reported on and analyzed to demonstrate outcomes of the grant project at the end of the year. The application this year simply requires the grantees to determine what data will be collected at the BEGINNING of the year to measure progress toward achieving goals and supporting SPP indicators. Therefore, there will be a greater emphasis placed on the End of Year Analysis to report on the data collected throughout the year and analyze it to show the impact of the grant project.

Secondly, there is a logic modeling section that has been added. The purpose of the logic model is to serve as an exercise to help map out the connection between the project activities, the goals and the SPP indicators supported by the project. Lastly, the narrative section will include some new questions.

Overall, the purpose of these changes are to put greater emphasis on outcomes of the grant projects. We want to ask: Are the projects achieving their goals? Are the activities translating to improvement on the SPP indicators they should be supporting? If not, how can grant goals, activities and processes be adjusted to improve outcomes?

Work Plan: Page 1 Project Identification

- Basic grant identification information
 - Fiscal agent
 - Project Title
 - Contact Information
 - Amount Requested (same as budget)

4/11/2011

See page 1 of work plan:

This is where all the basic information about the grant is listed, including fiscal agent, project title, and contact information. Note that the project number has changed since last year– it will be 14 digits, including both numbers and letters. This was just an administrative change. Be sure that the amount requested here matches the amount requested in your budget. Also be sure to use the same project title that is listed in the NOFA. This section must be submitted as part of the initial application submission. For revisions, be sure to mark “NO” in the box under “Original Submission.”

Work Plan: Page 2

Project Impact Narrative

Question #1 – Goals and SPP Indicators: Identify the project goals. Explain how each goal has an impact on the SPP indicators supported by this grant project.

- State the project goals (same as listed in NOFA)
- No longer limited to three project goals
- Logic model: use this question as an exercise to logically work through how each of the goals are having an effect on the SPP indicators supported by this project.

4/11/2011

Page 2: Project Impact Narrative

This section only needs to be submitted with the initial application, not with subsequent revisions. Overall this narrative section should focus on demonstrating the project's impact on achieving goals and supporting SPP indicators.

Question 1 reads: Identify the project goals. Explain how each goal has an impact on the SPP indicators supported by this grant project.

-Here you should clearly state the project's goals. These should be the same goals specified in your NOFA. These goals should already have been determined through discussions with your DPI liaison.

-Note that you are no longer limited to three project goals as in previous years. You can copy and paste if you need to add more goals

-The second piece is a kind of mini logic model: use this question as an exercise to logically work through how each of the goals are having an effect on the SPP indicators supported by this project.

Work Plan: Page 2

Project Impact Narrative

- **Question #2 – Audience:**
Who benefits from this project?
Explain which individuals benefit directly and indirectly from the project activities.

4/11/2011

Question #2 – Audience: Who benefits from this project? Explain which individuals benefit directly and indirectly from the project activities.

The purpose of this question is to clarify who benefits from the project directly (in other words the individuals that directly receive the services provided through the grant activities, such as directors of special education, teachers, school district administrators, and parents) and who benefits from the project indirectly (in other words, who eventually benefits from the project but doesn't directly receive services through the grant, such as children with disabilities).

Work Plan: Page 2

Project Impact Narrative

- **Question #3 – Accomplishments:**
Highlight the recent accomplishments of this grant-funded project in achieving goals and supporting SPP indicators. Include information from Fiscal Year 2010-2011 if available, as well as previous years.

4/11/2011

Question #3 – Accomplishments: Highlight the recent accomplishments of this grant-funded project in achieving goals and supporting SPP indicators.

The purpose of this question is to provide an opportunity to reflect upon and summarize recent accomplishments of this grant project in achieving goals and impacting on SPP indicators.



Work Plan: Page 2 Project Impact Narrative

Question #4 – Improvements: How will this grant project be improved in Fiscal Year 2011-2012?

4/11/2011

Question #4 – Improvements: How will this grant project be improved in Fiscal Year 2011-2012?

The purpose of this question is to reflect upon and summarize aspects of the grant project that have not been as effective as they might be and determine how these aspects will be improved in FY 2011-2012.

Work Plan: Page 2

Project Impact Narrative

Question #5 - Collaboration: Describe any partnerships or collaborations with other statewide initiatives, as well as other organizations and agencies. Explain how these collaborations affect the development and implementation of this project.

4/11/2011

Question #5 - Collaboration: Describe any partnerships or collaborations with other statewide initiatives, as well as other organizations and agencies. Explain how these collaborations affect the development and implementation of this project.

The purpose of this question is not just to list the partnerships or collaborations, but to explain how they are meaningful and enhance the project's development and implementation.

Work Plan: Page 2

Project Impact Narrative

- **Question #6 - Evaluation:**

- How will this project be evaluated in Fiscal Year 2011-2012?
- How will feedback continually be gathered, and how will this feedback result in changes to project goals, activities, and processes?
- Identify which stakeholders will provide feedback about this project and how it will be solicited (e.g., needs assessments, focus groups, surveys, etc).
- If an evaluation system has not yet been developed, use the data collection and measurement requirement in question #7 to assist in designing such a system.

4/11/2011

Question #6 - Evaluation: How will this project be evaluated in FY 2012? How will feedback continually be gathered, and how will this feedback result in changes to project goals, activities, and processes? Identify which stakeholders will provide feedback about this project and how it will be solicited (for example-- needs assessments, focus groups, surveys, etc).

The purpose of this question is to review the current project evaluation system in place and, in doing so, determine what new evaluation systems need to be created and what existing ones need to be updated and improved for FY 2012.

The purpose of the evaluation system should be, first, to gather feedback from stakeholders in order to revise and improve the project; second, to collect and analyze meaningful data that will help determine whether the project is achieving its goals.

Ideally, the evaluation system should be tied to the data that is being collected and measured. If an evaluation system is not currently in place, use the data collection requirement in question #7 to develop such a system.

Work Plan: Page 2

Project Impact Narrative

Question #7 - Data:

In order to evaluate the effectiveness of project activities in achieving goals and supporting SPP indicators, determine what quantitative data or what qualitative information will be collected and evaluated during Fiscal Year 2011-2012.

On the work plan (pages 5-7), fill out a measurable objective (a.) and a data measurement (b.) for each activity, if applicable:

For Goal 1, determine what activity(ies) under this goal will have an associated data measurement.

(e.g. Provide trainings to district staff on Indicator 13 compliance)

- (a) Set a measurable objective for this activity. (e.g. A minimum of 10 trainings will be provided, or 40% of LEAs across the state will be represented at the trainings)
- (b) Determine what quantitative data will be measured or what qualitative information will be collected. (e.g. Number of trainings provided)

Choose at least one activity to be measured under each goal. Refer to the application guidelines for examples.

4/11/2011

Note that the term “data measurement” could also be replaced with the term “performance measurement.” These are interchangeable.

The purpose of this question is to require data to be collected and measured for activities under each project goal.

For each goal, determine the which activity(ies) are measurable. Then...

a.) Set a measurable objective for this activity

b.) Determine what quantitative data will be measured or what qualitative information will be collected.

In other words, choose a performance measurement.

At least one activity should be measured under each goal, although more than one is encouraged. A data measurement, whether quantitative or qualitative, must be collected for this activity. Quantitative data measurements are preferred, but qualitative performance measurements may be chosen if they are more appropriate.

And just to clarify that no text should be written in the narrative section here. On the Work Plan (pages 5-7), fill out the “Data Measurement” column with a measurable objective and a data measurement for each activity, if applicable.

(GO TO WORK PLAN PAGE 5)

The data collected should provide a meaningful way to measure the project impact. The data measurements should ideally be kept consistent from year to year as a way of evaluating progress.

The more detailed the level of data collection, the better. In other words, data should be collected down to the district level, if possible. For example, in addition to collecting data on how many Special Ed Directors statewide were provided trainings or technical assistance, records should also be kept about which school districts these Directors represented.

Some grant projects may already be collecting data which can be easily fit into this requirement; other grant project may need to develop new methods of data collection.

The data measurements for each grant project may be determined by the project directors; however, I strongly recommended that directors to discuss data measurements with the DPI Liaison before submitting an application.

Work Plan, Page 2: Project Impact Narrative (Data)

Example 1: Quantitative Data Measurement

Goal: Increase compliance with Indicator 13 by increasing engagement of youth in developing and implementing their transition plans, as well as creating personnel development and other resources.

Activity: Provide trainings to district staff on Indicator 13 compliance

a. Measureable objective(s):

- 15 trainings will be provided for Indicator 13
- 500 Special Education Directors and teachers will be trained
- 40% of district across the state should have at least one staff attend a training

b. Data measurement(s):

- Number of trainings provided
- Number of Special Education Directors and teachers trained
- Percentage of LEAs with staff attending a training

Note: Some examples of how this data might be collected: The Project Director maintains a training session log, or an online registration system exists to keep track of training attendees.

4/11/2011

Work Plan, Page 2: Project Impact Narrative (Data)

Other examples of quantitative data measurements:

- Total hours of technical assistance or professional development provided to LEA staff at workshops, trainings, or one-on one meetings
- Number of instructional materials/products distributed
- Number of children with disabilities that used assistive technology equipment
- Average survey rating for presentation, conference, workshop or professional development session by attendees
- Average improvement score based on a content-related quiz given to participants before and after a training or workshop
- Percentage of data collection surveys completed and submitted by participants
- Number of districts that effectively completed the collection of indicator data
- Number of days or hours of service provided to LEAs, such as professional development and technical assistance
- Number of participants at workshops, conferences, trainings
- Percentage of LEAs represented by participants at workshops, conferences, trainings

4/11/2011

Work Plan, Page 2: Project Impact Narrative (Data)

Example 2: Qualitative Data Measurement

Goal: Assist schools in implementing effective evidence-based teaching practices and school organizational practices that support successful outcomes for students from culturally and linguistically diverse backgrounds.

Activity: Develop and distribute a monthly e-newsletter to inform teachers and school administrators about evidence-based practices

a. Measureable objective(s): n/a

b. Data measurement(s):

-Feedback gathered from teachers and school administrators about the usefulness of monthly newsletter content

Note: Some examples of how this data might be collected: Feedback is received through a short online survey as well as through informal email responses and in-person conversations

4/11/2011

Work Plan, Page 2: Project Impact Narrative (Data)

Other examples of qualitative data measurements:

- Qualitative survey results from training participants
- Needs assessment survey results
- Feedback about usefulness of materials or products
- Feedback from partner organizations and agencies about quality of partnerships

4/11/2011

Work Plan, Page 2: Project Impact Narrative (Data)

- Measuring Outputs vs. Outcomes

4/11/2011

A lot of what we're talking about in these examples of data is "output" information that doesn't clearly show impact of the project. This data will allow you at the end of the year to report that X # of workshops or trainings (or X# of hours of technical assistance) were provided to X# of teachers and special education directors, representing X% of districts, which affect X# of students with disabilities.

You will report that the grant project met, didn't meet, or exceeded the objective you set for this particular performance measurement this year and explain why you think that is. This will then lead you to analyze what all this means and develop strategies for improving performance for next fiscal year.

Here at DPI we will be linking this "output data" to "outcome data." We will be examining the data collected from the school districts on their progress in meeting the SPP indicators. We'll also be looking at how the districts are doing in terms of procedural compliance and other things.

So it will be up to DPI to review this data compiled from the grant projects about what was achieved, and then see how this translates to improvement or no improvement on the indicators that the project should be supporting.

If you report the data both as a summary and submit disaggregated data by district, this would be very helpful for DPI to determine where those "gaps" are between outputs and outcomes. If certain districts are not improving on the indicators, is it because they are not receiving the services through the grant-related activities?

If this is the case, we'll be able to determine this through the data being reported. If districts have been receiving the trainings, technical assistance or resources from the grant project but still not showing improvement on the indicators, what is missing? This data collection piece will help us all bridge the gap and make these grant projects more effective.

Work Plan: Page 3

SPP Indicators

- **This project supports all the following Wisconsin Statewide Performance Plan Indicators: check the box for each indicator supported by this project. Also identify one or two primary indicators that the project most directly supports by typing “PRIMARY” in the appropriate text box.**

4/11/2011

-Fill out this section for the initial application. Future submissions of the Work Plan should include any necessary updates in this section if indicators change for some reason.

-In this section, applicants identify which indicators will be directly impacted by the project.

First, check all of the indicators that this project supports using the check boxes

Then identify one or two primary indicators that the project most directly supports by typing “PRIMARY” in the appropriate text box

Work Plan: Page 4

Logic Model

- For each **PRIMARY** indicator selected on page 3, create one row in the table below. List the goals that support that indicator and the activities that support that goal.
- In the logic model summary section, explain how each activity influences that goal and indicator.
- You are encouraged to complete this exercise for all indicators supported by this project as a way to logically map out how the activities directly impact on those indicators.
- However, you are only required to complete this table for your one or two **PRIMARY** indicator(s) listed on page 3.

4/11/2011

This section should be submitted with the initial application. Future submissions of the Work Plan should include any necessary updates in this section if goals or activities or indicators have changed.

Through this process, project directors may realize the activities in fact have little or no impact on certain indicators. Therefore, they may decide to adjust or add activities that would better support certain indicators or drop certain indicators from the list of those the project supports. On the other hand, this exercise may reinforce the connection between the activities, goals and indicators.

Overall, this section should be used as an exercise to review the current activities being implemented under the grant and consider what activities should be added, adjusted or eliminated for the next fiscal year.

Work Plan: Page 4

Logic Model

- **Example of logical model summary:**

Indicator: 13

Goal: Increase compliance with Indicator 13 to 100% statewide by increasing engagement of youth in developing and implementing their transition plans, as well as creating personnel development and other resources for teachers.

Activity: Coordinate and present Indicator 13 presentations to teachers, administrators, students and other transition stakeholders at 30 sites across the state

Logic Model Summary: By providing presentations about Indicator 13, specifically what is a measurable IEP goal and appropriate types of transition services, IEP team members will be more likely to successfully develop and implement transition plans for students with disabilities, thus increasing compliance with Indicator 13.

4/11/2011

Work Plan: Pages 5-7

Work Plan Section

- **There are seven parts to the activities table:**
 - **Goal**
 - **Activity**
 - **SPP Indicators**
 - **Data measurement**
 - **Project Income**
 - **Individuals**
 - **Estimated Timeline**
 - **Activity Completion Details**

4/11/2011

Goals

There is space for three goals provided, but projects are not limited to three overarching goals—they may list more if necessary. When developing goals keep in mind the overall purpose of the project and consider the following: goals are not typically measurable yet describe the desired outcomes; goals should be logically related to some identified need and support one or more of the SPP indicators; goals should be clearly and succinctly written.

Activities

A row should contain a single activity. Each row needs to be assigned a letter or number, beginning with the letter “A” or “1.”

There are seven parts to the activities table:

Description of the activity that supports the goal:

The activity should be as specific as possible in terms of what action is being implemented and which individuals will benefit from this activity. An example of a well-written activity: “Provide trainings to Special Education Directors on Indicator 13 data collection requirements.” When updating the Work Plan do **not** delete activities that were a part of the original submission. Instead of deleting the text, use the “strike-out” feature of the font tool to identify those activities that change between submissions. Underline added language.

Identify all the State Performance Plan indicator the activity supports. Refer to page 4 of the application to ensure consistency with the SPP indicators listed.

Data measurements: This is where the information should be placed from Question #7, Page 2 in the Project Impact Narrative.

For AT LEAST ONE activity under this goal, a.) List the measurable objective for this activity (e.g. A minimum of 10 trainings will be provided); and b.) List the data measurement associated with this activity that will be collected to demonstrate an impact on the goal (e.g. number of trainings provided). Not all activities will have associated data measurements; only one is required for each goal.

Project Income: Type “YES” if this activity will generate income; otherwise, type “NO.” If an activity is indicated here as generating income, it should also be listed as an income-generating activity in the budget.

Identify the individual(s) responsible for the activity. Be sure that these individuals also appear on page 8 of the Work Plan and are listed in the budget.

Identify the reporting period in which the activity will be completed: 1st, 2nd, or 3rd period.

1st Reporting Period: July 1 - Oct 30

2nd Reporting Period: Oct 31 – Feb 26

3rd Reporting Period: Feb 27 - June 22

If it is an ongoing activity, identify the timeline as “All Periods.”

Initial submission should include the activity description, SPP indicators, data measurements, project income, individual responsible and the estimated timeline for each activity. Future submissions of the Work Plan should include any necessary updates to the activities.

Work Plan: Pages 5-7

Work Plan Section

Example of Activity Completion Details:

September 30, 2011

Indicator 13 Training Provided to District A, B, & C

Example of Activity Completion Details:

Website updated: Indicator 13 presentation posted, language revised.

4/11/2011

Activity Completion Details:

Report on the date or dates the activity was completed. Also provide additional information to assist the liaison in understanding precisely what was accomplished. This may include the location of an event, the school districts provided the service, and any additional details about the activity completed. As much detail should be provided here as possible to ensure the DPI Grant Liaisons will be able to understand the status of grant activities.

If the activity was not completed or was changed, report that information in this column. When the activity has no associated dates of completion, provide a description of the progress made on that activity during that reporting period. This column is left blank in the original submission. It is updated for each reporting period. Even if the activity has been given a timeline of "All Periods," completion dates should be added to this activity.

Example of Activity Completion Details:

September 30, 2011

Indicator 13 Training Provided to District A, B, & C

Example of Activity Completion Details:

Website updated: Indicator 13 presentation posted, language revised.

Work Plan: Page 8 Project Staff

- By title and name, list each individual identified in the Personnel Section and Purchased Services sections of the IDEA discretionary grant budget and the responsibilities he/she will undertake through this grant project. Grantees should also have complete position descriptions for each individual on file.

4/11/2011

In this section, applicants list every individual who will be charged to this grant, either in the 100s/200s (salary and fringe) or the 300s (purchased services) with a summary of the responsibilities he/she will have in regards to this project.

The individual should be identified both by title and name. If the individual is listed in the budget, he/she must appear in this section. This should be consistent with the individuals identified as responsible for implementing each activity in the Work Plan on pages 6, 7, and 8.

This section should be submitted with the initial application. Future submissions of the Work Plan should include any necessary updates.

Work Plan: Page 9 End of Year Analysis

- **Data:**
 - **For each goal, report on the quantitative data or qualitative information collected from this past grant year and indicate whether objectives were met for each data measurement. (Refer to question #7 on page 2). Data collection results may be attached.**
 - **How was this data collected throughout the year?**

4/11/2011

Data:

For each goal, list the measurable outcomes accomplished during the grant year. Based on this data, indicate whether the objectives set at the beginning of the year were met. Full data results may be attached.

This is where you summarize the results of the data collected throughout the year and show whether you met, did not meet, or exceeded the objective you set.

Also explain how this data was collected throughout the year (e.g. training logs, attendance or registration records, surveys, etc.)

Be sure to attach disaggregated data collection results by district, if applicable.

Work Plan: Page 9

End of Year Analysis

- **Outcomes and Analysis:**
 - a. Highlight the accomplishments of this grant-funded project for Fiscal Year 2011-2012 in achieving each goal and influencing the SPP indicators. In the description, include any products that resulted from the activities.
 - b. Summarize any significant changes that were made to goals, activities, or data measurement during the past year.
 - c. Based on the data collected for each goal, which activities had the greatest impact on that goal and on the SPP indicators? Describe the impact.
 - d. Based on the data collected for each goal, what improvements will be made in the future to more effectively achieve that goal and support the SPP indicators?

4/11/2011

Outcomes and Analysis:

This is where you analyze and interpret your data.

Highlight the accomplishments of this project for FY 2011-2012 in achieving each goal and impacting the SPP indicators. In the description, include products (if any) that resulted from the activities. This question concerns the grant as a whole. You can include more information here than the data collected.

Then summarize any significant changes that were made to goals, activities or data measurements and collection during this year.

Based on the data collected for each goal, describe which activities had the greatest impact on that goal and on the SPP indicators.

Based on the data collection for each goal, explain what improvements will be made to this project in the future to more effectively impact that goal and impact the SPP indicators.

This section is left blank in the original submission. It must be submitted with the final Work Plan revision on June 22.

Revising an Application Post - Award

- Work Plan/Application
- Budget

4/11/2011

Revising an Application Post Award

Application / Work Plan (PI-2211-a): After receiving a grant award, applicants may find their circumstances require a change in grant activities. Grant recipients should contact the designated DPI Special Education Team Project Liaison and explain the need to revise the approved grant application. If the Special Education Team project liaison agrees to the revision, the applicant must follow these rules when preparing grant application revisions:

Make sure to check the “Yes” checkbox in the “Original Submission” area of the Project Identification section and enter a Revision Date.

Use an underlined font style (like this) for new text. Use a strikethrough font style (~~like this~~) for information that is no longer applicable. Do not delete this material.

To submit a grant application revision, upload the revised Application/ Work Plan to the IDEA Discretionary Grant Web Portal.

Budget: Proposed changes to an application that affect the budget may require a budget revision. The applicant will follow instructions (provided to applicants by May 2, 2011) for making budget revisions online via the IDEA Discretionary Grant Web Portal.

Final Notes and Recommendations

- Overall, the purpose of these changes are to put greater emphasis on outcomes of the grant projects. Are the activities leading to the intended results? Are the projects achieving their goals? Are the activities translating to improvement on the SPP indicators that the project should be supporting?
- It's recommended that you communicate with DPI liaison about data performance measures and collection BEFORE submitting application

4/11/2011

Contact

- Content-related questions:
Your DPI grant liaison
- Process-related questions:
Claudia Kessel at 608-267-2349
claudia.kessel@dpi.wi.gov
- Administration-related questions:
Sherri Honaker at 608-267-7904
sherri.honaker@dpi.wi.gov

4/11/2011

These are the contacts for any questions or issues related to the applications this year.

Questions?



4/11/2011